

**GCE**

**History A**

Unit **Y132/01**: Anglo-Saxon England and the Norman Conquest  
1035–1107

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2017**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Use your knowledge of William II ‘Rufus’ character to assess how useful Source C is as evidence for how he felt about the power of the pope.</b></p> <p><b>In discussing how Source C is useful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the king clearly held both Pope Urban and the papacy in general in low regard.</li> <li>• <b>Answers might consider</b> that William had a history of being unwilling to recognise the authority of the pope.</li> <li>• <b>Answers might argue</b> that William was known for being short-tempered, impatient and ungracious as this source indicates.</li> <li>• <b>Answers might refer</b> to the context of the dispute between the king and the pope and the general reluctance of English kings to acknowledge any superior, but their readiness to seek papal support if it might be useful to them.</li> <li>• <b>Answers might consider</b> that William was embroiled in an argument with Anselm who had gone to Rome to appeal to the pope for support.</li> <li>• <b>Answers might consider</b> that Eadmer was a close friend of Anselm’s and the final comment reveals his views.</li> <li>• <b>Answers might consider</b> that the quoting of the words of the king makes the source seem reliable.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the source, in line with descriptions in the levels mark scheme.</li> </ul>

2		<p><b>Using these three sources in their historical context, assess how far they support the view that England's relationship with Rome was a troubled one.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does or does not support the view</b>, candidates might refer to how the relationship seems good at this point with a papal nuncio being accepted at court and staying for a long period, while payments of Peter's pence were resumed.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment that the Chronicle was not overly favourable to William, but is mainly a record of events.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to the dispute between William and Anselm and William's plan to recognise the pope in return for the removal of Anselm. This plan failed as the Source shows.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, candidates might refer to the reluctance of England to recognise either pope.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment on the source coming from a monk who might be expected to think England should be on better terms with Rome, but rather implies that the quarrelling claimants were at fault.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that there had been other occasions when the relationship was not good, when there was no dispute about the papacy and that William had finally recognised Urban as France and Italy had done.</li> <li>• <b>In discussing how Source C does or does not support the view</b>, candidates might refer to William's clear hostility to the pope and his</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement about the issue in the question.</li> <li>• To be valid judgements they must be supported by accurate and relevant material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.</li> </ul>
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			<p>determination not to allow a new pope any say in his kingdom.</p> <ul style="list-style-type: none"><li>• <b>In discussing the provenance of Source C,</b> answers might argue that Eadmer was close to events, but obviously critical of William's position.</li><li>• <b>In discussing the historical context of Source C,</b> answers might argue that Anselm had left England in 1097 and been received with every honour by Urban in Rome. But Urban's threat to excommunicate William had not been carried out, suggesting Urban did not want to risk an open breach.</li></ul>		
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3*		<p><b>Mark Scheme Section B</b></p> <p><b>How seriously was the rule of William I in England threatened by rebellions up to 1070?</b></p> <p><b>In arguing that the rule of William was threatened,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that as duke of Normandy as well as king of England, William could not be in England all the time.</li> <li>• <b>Answers might consider</b> that William had gained the crown through an invasion and others might do the same, particularly from Scandinavia.</li> <li>• <b>Answers might consider</b> that Harold's sons were still at large.</li> </ul> <p><b>In arguing that William was not seriously threatened,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the rebellions were not co-ordinated and so could be defeated one by one.</li> <li>• <b>Answers might consider</b> that William reacted quickly to early rebellions, such as his besieging Exeter.</li> <li>• <b>Answers might consider</b> that when under serious threat in 1069, William was very vigorous and marched north to defeat the rebels.</li> <li>• <b>Answers might consider</b> that the 'harrying of the north' showed potential rebels what might happen to them and so deterred them.</li> <li>• <b>Answers might consider</b> that the building of castles also reduced the threat from rebels.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to how far William's rule was threatened.</li> <li>• At higher levels candidates might establish criteria against which to judge the extent of the threat.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.</li> </ul>
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4*	<p><b>To what extent did the Norman Conquest lead to change in urban and rural areas?</b></p> <p><b>In arguing that there was extensive change,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that many new landowners were absentees, unlike the Anglo-Saxon lords.</li> <li>• <b>Answers might consider</b> that most Anglo-Saxon lords had lost their lands by the end of the reign.</li> <li>• <b>Answers might refer</b> to destruction of the city of York.</li> <li>• <b>Answers might refer</b> to the growth of towns like Bury St Edmunds and Norwich and the relative decline of Winchester.</li> </ul> <p><b>In arguing that there was not much change,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the lives of the villeins changed little, apart from having a new lord.</li> <li>• <b>Answers might consider</b> that farming methods continued much as before.</li> <li>• <b>Answers might suggest</b> that the old customs and laws of the city of London were confirmed by William I and its pre-eminence remained.</li> <li>• <b>Answers might suggest</b> that generalisations about the effect on urban life are not easy to make as towns varied so much.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the extent of change.</li> <li>• At higher Levels candidates might establish criteria against which to judge the extent of change.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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APPENDIX 1 – this contains the generic mark scheme grid

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]</b>
<b>Level 5</b> 9–10 marks	The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.
<b>Level 4</b> 7–8 marks	The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed.
<b>Level 3</b> 5–6 marks	The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question.
<b>Level 2</b> 3–4 marks	The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question.
<b>Level 1</b> 1–2 marks	This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question.
0 marks	No evidence of understanding or reference to the source.

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
<b>Level 3</b> 9–12 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
<b>Level 2</b> 5–8 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
<b>Level 1</b> 1–4 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question.
0 marks	No evidence of understanding or reference to the sources.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 3 and 4: Essay [20]</b>
<b>Level 5</b> 17–20 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 9–12 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–4 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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